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ABSTRACT

A study of the three aspects of composition in freshmen English programs with regard to five groups of students in Texas two-year institutions of higher learning was conducted. The three aspects of composition were the aims, forms and media; and the five students groups were transfer, terminal technical/commercial, adult and remedial. Aims were defined as explanation/thesis, persuasion, creativity and self-expression. Description, narration, exposition, and argumentation were the forms. Media included writing, speech, art/photography and dramatization/film. A 70-item questionnaire was constructed and sent to 60 two-year Texas schools. Thirty-eight schools participated. Raw responses were converted into percentages, and mean and standard deviation were computed for the analysis of the three parts of composition in regard to the five student groups. Results included the following: (1) for 63 0/0 of those responding, over half of their program was concerned with transfer students; (2) 99.4 0/0 reported composition assignments with the aim of explanation/thesis, 92.8 persuasion, 75.6 creativity, and 85.2 self-expression; (3) 91.6 0/0 indicated assignments utilizing description, 79.2 narration, 98 exposition, and 92.8 argumentation; (4) all respondents reported written composition assignments; 84 0/0 used speech, 28.2 used art/photography, and 33 dramatization/film. It was concluded that most of the data was valid, with certain exceptions. (Author/KM)

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A STUDY OF FRESHMAN COMPOSITION PROGRAMS IN TEXAS TWO-YEAR INSTITUTIONS OF HIGHER LEARNING

by

Roger Clinton Schustereit, B. A.

THESIS

Presented to the Faculty of the Graduate School of
The University of Texas at Austin
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of the Requirements
for the Degree of

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CHAPTER I

INTRODUCTION AND REVIEW OF THE LITERATURE

Introduction and Organization

A recent report of the Texas Senate Committee on Public Junior Colleges entitled The Open Door, or the Revolving Door: Which Way Texas? stated that approximately fifty percent of those students beginning their college career in Texas do so in two-year institutions (1973:1). With this many educational lives at stake, the two-year school is increasing in importance. Areas such as finance, administration, accreditation, and many others might prove fertile ground for studies, but for the teacher of English, the particular interest must be the English program -- especially the universal freshman course.

Freshman English has become a primary point of interest with English teachers because it is probably the most frequently required course in higher education. This interest has spurred voluminous writings, many area and national conferences, and endless dialogue on this one course. This concern has been primarily with freshman English in four-year institutions of higher learning, but in 1965, Arizona State University at Tempe, in cooperation with the National Council of Teachers of English and the Conference on College Composition and Communication, sponsored a national conference on English programs in two-year institutions of higher learning. This meeting helped to add

consideration of the special problems of freshman English in two-year schools to the existing concern of English teachers with this course.

However, the addition of the consideration of freshman English in two-year institutions did nothing to clear up the controversy surrounding the freshman course in general. While freshman English remained one of the least adequately defined academic courses, most agreed that a primary part of any beginning English program was composition. But once that agreement was reached, the approach to teaching composition caused only further disagreement among teachers of English.

Two-year institutions faced many of the same problems of other institutions of higher learning with regard to composition in freshman English. Emphasis placed on composition, methods of instruction, and evaluation systems were some of the common problems, but two-year schools also faced problems peculiar only to their situation, as pointed out by Thomas B. Merson in his presentation to the national conference on English in the two-year institution (1965:7-20). The open door admission policy adopted by most two-year schools brought a variety of learners not encountered by four-year institutions. The lack of admission standards attracted poorly prepared students. Vocational programs that were part of the two-year institution curriculum attracted non-academically oriented learners. Many local people were attracted to the two-year schools simply for the self-gratification of continued learning. All these students, as well as the type of students found in four-year school English programs,

had to be provided for. The burden of providing for the composition needs of a heterogenous grouping of students was added to the general problems of freshman English programs in two-year institutions of higher learning. Therefore, these burdens seemed to require further attention.

The purpose of this particular study, began in the spring of 1973, was concerned with the composition portion of freshman English programs in Texas two-year institutions. Basing the study on the examination of recent scholarly literature regarding the freshman English course in two-year schools, an attempt was made to determine which aims, forms, and media of composition were being used and/or stressed in Texas two-year composition programs. Considering the heterogeneous nature of student groups in two-year schools, the study also attempted to determine whether there were alterations in the use of the aims, forms, and media when varied types of students were involved. Those differences were, in addition, studied.

Aims, forms, and media of composition were the central foci of this study. The aims surveyed were explanation/thesis, persuasion, creativity, and self-expression. The traditional description, narration, exposition, and argumentation comprised the forms, while media included writing, speech, art/photography, and dramatization/film. In composition these three aspects might be viewed as the purpose, the means, and the vehicle for discourse.

The aims of composition were defined as being concerned with the

purpose intended by the discourse. Explanation/thesis oriented composition might explain a point or explore a possibility or subject. Scientific papers, books reports, or news reporting were among those kinds of discourse included in this classification. Persuasive composition was viewed as that discourse which attempts to change the viewpoint of an intended audience. Political speeches, debates, or legal briefs might conform to this aim. Composition with a creative aim included discourse intended to entertain, such as short stories, drama, or poetry. Self-expressive aimed discourse was defined as focusing on the feelings of an individual or group and might take the form of a journal, a diary, a manifesto, or social protest.

The forms of composition were defined as the means used in discourse. The forms were viewed as being concerned with the basic organization of content with composition. While the descriptive form concentrates on presenting a detailed portrayal of something, such as a character sketch, the narrative form usually has to do with the ordering of events into a sequence, as in telling a story. The expository form was defined as allowing for organization of facts through methods such as induction or deduction for compositions such as a thesis or a dissertation. And the argumentative form was seen as specifying those personal, emotional, and logical events necessary in composition attempting proof of a claim.

The media of composition were viewed as the vehicles by which discourse is conveyed to its audience. The written medium might include

printed or hand-written material such as books, newspapers, or letters, while speech was seen as consiting of vocal outpourings such as formal speeches, monologues, or conversations. Art/photography might include composition in the form of a drawing, a collage, a photographic study, or a slide show. The utilization of dramatization/film as a medium for composition might produce creative dramatics, role-playing activities, or antimated cartoons.

The rationale for including these three aspects of composition in the study was that the aims, forms, and media are all interrelated. Each of the three was seen as being an essential part of composition. Aims, which have only been of recent interest to scholars, were included in this research to study the purposes of composition; surely, the desire for relevance in education calls for this concern. The forms, long attracting the interest of educators, were included to explore the continuance or erosion of use of specific forms, while media were studied in an attempt to observe the utilization of composition media other than the medium of writing.

For grouping students, five categories were utilized: transfer, terminal, technical/commercial, adult, and remedial. These terms were used because they were those categories of students most often referred to in the literature concerning English programs in two-year institutions of higher learning. The groups were nebulous and probably overlapped, but they were those classifications which best suited this study.

Transfer students were those planning to go on to four-year

institution following their course work at the two-year school. Students only desiring an associate degree were defined as terminal, and technical/commercial students were those pursuing a vocational curriculum. Adult students were considered to be those older learners taking courses for what might have been many purposes. If a student was diagnosed according to individual institutional definition as needing more basic English skills, he was termed remedial.

Recently, educators have been stressing the idea of consideration for individual needs in curriculum planning. Since individual members of these student groups would probably have different needs from an English composition program, this study attempted to determine whether there were alterations in the use of the three aspects of composition -- aims, forms, and media -- for the five types of students in the freshman programs of Texas two-year institutions.

In organizing this study, the review of recent publications is followed by the reporting of a questionnaire sent to all Texas two-year institutions of higher learning, which includes public and private community and junior colleges plus accredited two-year technological institutions. The reporting of the questionnaire includes procedure for collection and analyzation of data, results, summary, and recommendations for further research. Also included in the reporting of the results of the questionnaire is an analysis of the dependability of the data.

Review of Recent Literature

The review of the literature is here limited to those writings

dealing specifically with freshman English programs in two-year institutions. The vast amount of literature on such programs in four-year colleges and universities is exluded because, as Albert R. Kitzhaber said, four-year college composition courses "are not necessarily well adapted to the needs of the many students in two-year colleges who have other educational goals" (1965:1-6).

Limited scholarly information concerning the aims, forms, and media of freshman composition in two-year schools was encountered. In the articles these three aspects of discourse were seldom the authors' primary concern, but of the material available, forms attracted the bulk of the attention while aims and media received less interest. The review of these articles is presented in the order of their concern with the aims, forms, and media of discourse.

Aims of Composition

The purpose of composition received little direct attention. The majority of those articles dealing, even partly, with aims advocated composition assignments utilizing some aim -- persuasion, creativity, or self-expression -- other than the almost universally ubiquitous explanation/thesis theme.

In a proposed program for technical students based on questionnaires sent to 379 commercial/industrial concerns plus fourteen interviews in and around Wisconsin, Harold P. Erickson found persuasion to be a needed composition aim for technical/commercial students (1967:44). Edna McGuire reported a two-year school's utilization of a persuasive aim in the second semester of the freshman composition course. The use

of persuasion was also reported in the third quarter of the transfer program at a Minnesota junior college by Bonnie E. Nelson (1968:52).

An article by Mary McChesney advocated the creative aim to help polish writing without the potential dullness of another type exercise (1956:48-49). McChesney's position was reinforced by Patricia Gaj in a report of student opinion on freshman composition at nine selected junior colleges (1969:8). Gaj's study found that many students expressed a desire to spend time on creative writing. Michael F. Shugrue's survey of two-year school teachers found that teachers had positive feelings about programs such as creative writing (1970a:53). Reports of the use of the creative aim in composition programs by Alice Wagoner and Bonnie E. Nelson lend credence to Shugrue's findings (Wagoner, 1967:4; Nelson, 1968:66).

Shugrue also found that composition "as a means of self-discovery" was also desired by teachers. Shugrue's report might be interpreted as advocating self-expression. Also, Richard Worthen concurred with the idea of using self-expression as an aim of composition when he said of the teaching of writing:

> There has been developing in the last five or six years a quiet revolution in the emphasis of writing. The emphasis has shifted from the product to the process, from the study and emulation of models to the discovery of self through repeated performance of the act of writing (1967:24).

Bruce Robinson, in generally criticising junior college English as not academic but skill oriented, felt composition might utilize self-expressive assignments to aid students in finding themselves (1970:644-645). And while stating that the aim of self-expression was a useful addition to

more traditional aims, Eleanor O. Bloom described an innovative course in Colorado which utilized journal writing and audio-visual stimuli to produce expressive discourse (1971:59-61).

Generally, discussion of the aims of discourse, while limited, centered on moving away from the domination of the explanation/thesis aim. The advocates of the persuasive and creative aims tended only to request that those aims be considered along with explanation/thesis. But those writers supporting self-expression seemed in most instances to want that aim to dominate.

Forms of Composition

Forms were easily the most popular aspect of discourse with the scholarly writers. The articles which had to do with forms were divided into three basic categories: (1) those reporting survey data, (2) those mentioning or advocating the use of from one to all of the various forms, and (3) those specifying particular forms for different groups of students. The third category attracted the most attention.

Shugrue's national survey of junior college English teachers reported that only twelve percent of the instructors surveyed would limit the composition form exclusively to exposition, but the survey went on to specify various types of courses, such as creative writing or journalism, as alternatives rather than other forms (1970b:10). Samuel Weingarten and Frederick P. Kroeger reported to the NCTE that expository and argumentative prose comprised a major portion of many freshman English programs (1965:32, 51). Further, they found that

nearly all remedial oriented courses emphasized the expository form, while only one-fourth emphasized argument or narration, and ten percent description. Richard M. Bossone found in a survey of remedial English programs in California public junior colleges that exposition was emphasized (1966:14). For a complete report of Bossone's findings, refer to Table 1. It should be noted that Bossone referred to the argumentative from as persuasion.

Table 1. A Comparison of the Percentage and Emphasis of Use of Forms in Composition for Remedial Students in California Public Junior Colleges as Reported by Richard M. Bossone

FORM	MUCH EMPHASIS	SOME EMPHASIS	NO USE
Exposition	66.1%	17.8%	---
Description	16.1%	48.2%	19.6%
Narration	8.9%	37.5%	37.5%
Persuasion	23.2%	46.5%	14.2%

The expository form was the only one mentioned in several descriptions of programs (Wagoner, 1967:6; Allison, 1967:7; Nelson, 1968:66), and in some cases other forms were only considered as a part of exposition. Nelson, whose data included course descriptions from fourteen two-year colleges, reported that two schools considered argumentation a part of the expository form (1968:21, 68). McGuire considered the descriptive and narrative forms within exposition also (1967:14-15). Ann Starkweather and Melvin A. Erickson placed emphasis on all four forms (Starkweather, 1971: 32-35; Erickson, 1967:11).

Sanford Radner, while advocating a three-track community college English program, suggested that narrative, expository, and argumentative forms be utilized in shorter writing as part of a composition sequence for transfer students culminating in a research paper (1958:97-100). For the pre-engineers and terminal/technical tracks, he called for exposition. Kitzhaber advocated stressing expository writing for transfer groups (1963:19). Gregory Cowan, Richard Hawkins, and Elisabeth MacPherson described a three quarter English program for Washington terminal students that utilized argument and exposition but eliminated narration (1964:24-27). Aileen Creighton informed the NCTE conference on junior colleges at Tempe, Arizona, of the technical English course at her school which focused on expository writing (1965:89). When H. P. Erickson began his study of English for the technical students, he noted that J. D. Thomas, in Composition for Technical Students, stated the importance of all four forms for this student group, but Erickson's survey of business and industrial firms indicated that employers felt that description and argumentation were the two most important "minor functions of discourse" for technical students (1967:41-42). When John Weber examined the English programs of five Michigan junior colleges, he found that exposition and argumentation were used by transfer students, but the remedial group only used the expository form (1968:32-35). Nelson's fourteen two-year colleges produced a variety of ideas for using forms of discourse with different types

of students (1968:52, 56, and 66). One school reported using exposition for remedial, technical/commercial, and transfer students. Another school added one academic quarter of argument to two quarters of the expository form. Nelson's compilation also included an experimental program for remedial students in Florida which included the study of the narrative, descriptive, and expository forms. But Harvey S. Wiener felt that the expository form was the wrong place to begin composition with remedial students -- especially if the assignment was an essay (1972:661-665). Wiener advocated beginning with the single narrative paragraph as a bridge to "more mature paragraph forms" and a foundation for the expository theme once the student had confidence in himself.

The review of the literature concerning forms of composition indicated that the dominant form was exposition. However, the articles did show growing interest in the other forms. Argumentation was shown to be used quite often in transfer programs, but remedial students were generally denied the use of this form. Description and narration were usually mentioned as part of programs using other forms as well.

Media of Composition

The literature reviewed was organized by consideration of articles mentioning a medium for composition other than writing. While all the literature reviewed indicated writing as a medium, some included the other media -- speech, art/photography, and dramatization/film.

Considering speech as a medium for composition assignments,

Kitzhaber found that speech instruction in freshman English was more common in junior colleges than in four-year institutions (1963:11). However, he noted that only one or two speeches were required. Weingarten and Kroeger's survey revealed that forty-two percent of those responding to their questionnaire included speech as a medium in the first semester of freshman composition, while thirty-eight percent utilized it in the second semester (1965:33). But of those figures only eight percent reported considerable use of speech in both semesters, and forty-two percent utilized the medium in the first semester "little or some," as did forty percent in the second. Shugrue, in his national survey of two-year college teachers, found that forty-one percent of the respondents to his questionnaire felt that speech was an informal part of freshman English (1970a:53). Half of those responding felt that a separate course was needed, especially for poor speakers. Although sixty-eight percent favored group discussion as a classroom activity, thirty-eight percent said there was not enough attention given to exercises of this sort, and nineteen percent felt they would be a waste of time.

Nelson's collection of two-year institution English programs reported that in a Kansas community college there was some room for oral assignments, but they were optional (1968:29). H. P. Erickson advocated more speech for technical students because his survey of businesses revealed that between 30.1 and 42.3 percent of a technician's discourse was oral communication (1967:42). Radner included

expository speaking in the terminal/technical part of his three track community college system (1958:99). Jane L. Stevenson advocated the de-emphasizing of writing's role as a medium of composition because it was used less frequently than the other language arts -- especially speaking (1970:21).

Art and/or photography, as media for composition were mentioned by Robinson when he told of an assignment in which the students were asked to draw a picture of a familiar vehicle (1970:659). The assignment was an attempt to see how a student perceived his relationship to his environment. N. J. Townsend advocated, among other activities, role-playing, or dramatization, for remedial students in an attempt to stimulate group discussion and thinking (1966:39).

Although speech was mentioned in several articles as a medium for composition in freshman English programs in two-year institutions, there was never any doubt that writing was the primary medium for composition. Art/photography and dramatization/film received only minute interest as media.

This review of recent literature indicated limited concern with the aims, forms, and media of freshman composition in two-year schools, but the available material did show that there was varied ideas among scholars about which specific type or types of the three aspects of composition to emphasize. There was also indication of varying these aims, forms, and media for different student groups.

With this scholarly literature as background, the remainder

of this study considers all of the aims, forms, and media, their emphasis, and the alteration of their use with the five categories of students in the freshman composition programs in Texas two-year institutions of higher learning.

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CHAPTER II

PROCEDURE

Collection of Data

Gathering data for this study necessitated the use of a questionnaire. Despite all the negative aspects of such a device, such as lack of response, confusion of the researcher's intention by the respondent, and vice versa, this method proved the most expedient for a survey of sixty institutions which were spread over a vast geographical area. Also, steps were taken in an attempt to overcome the three pitfalls mentioned above.

The list of 60 two-year institutions of higher learning in Texas was taken from the U. S. Department of Health, Education and Welfare's Education Director, 1972-73: Higher Education (1972: 401-403). As previously stated, the list included all public and private community and junior colleges plus accredited two-year technological institutions. The list may be found in Appendix A.

These sixty schools were mailed a survey packet. Each packet consisted of (1) a three page questionnaire, (2) a letter to the head academic administrator, (3) a letter of explanation and instruction to the English Chairman, (4) a stamped, self-addressed envelope for returning the completed survey. The questionnaire may be found in Appendix B. The other items, with the exception of the envelope, may be found in Appendix C.

The questionnaire itself consisted of seventy items. The first ten items concerned the freshman composition programs in general while the remainder of the questions were divided into five groups defined by the groupings of students: transfer, terminal, technical/commercial, adult, and remedial. The first five items requested the indication of the percentage of the freshman English program oriented to the five categories of students. The next five asked for an indication of the percentage of emphasis given to composition that was oriented to these five categories. The respondent could choose from 0%, 0-25%, 25-50%, or over 50% for each item. For each of the five categories, there were four items each for the aims, the forms, and the media of composition. These twelve items were identical for each student group; therefore, one full example should explain the entire procedure.

For transfer students, the respondent was asked to indicate the percentage of his composition assignments that had as their aim either explanation/thesis, persuasion, creativity, or self-expression. The respondent's choice of percentage was the same as in items one through ten. Similar information was requested concerning each of the four forms and media mentioned earlier in this paper.

To combat the weak aspects of questionnaires referred to earlier, several steps were taken. The survey packet was sent to the academic heads of the institutions, and they were asked to pass the material on to the Chairman of the English Department. This was an attempt to reinforce the researcher's ethical position as well as inform the dean

or academic vice-president of the study. This procedure, in addition to enclosing a stamped, self-addressed envelope, was taken to encourage the English Departments to return the survey.

In order to avoid confusion of the researcher's intention within the questionnaire on the part of the respondents, a letter of explanation of the survey and instructions for answering was included in the packet and addressed to the English Department Chairman. To lessen the chance of misinterpretation of the completed questionnaire by the researcher, ample space was given on the questionnaire itself for written comments to clarify a response. In addition to this preventive measure, copies of a departmental syllabus, outline, or directive were requested.

Approximately one month after the initial survey packet was mailed, a follow-up letter was sent to those institutions which had not returned a questionnaire. This time, a self-addressed, stamped post card which contained a check list listing a variety of reasons for no response was enclosed. This step was taken to further discourage lack of response. Copies of both the follow-up letter to the English Chairman and the post card for response can be found with the correspondence from the survey packet in Appendix C.

Analyzation of Data

Once it seemed that all those surveys that would be returned had been received, the analysis of the data began. Information from the returned questionnaires was consolidated on a single form. The

form had space to record every possible response to each of the seventy items. Every item that was answered by any of the respondents was recorded. This form was further broken down to compile the data according to the general information category and the three parts of discourse. Data regarding the various student groups was separated within the categories of aims, forms, and media.

Since each returned questionnaire had a varying number of items left blank, the raw numbers resulting would have been very difficult to effectively analyze and/or relate. For this reason, the raw figures were converted to percentages. The percentage figure was computed by dividing the number of particular responses by the total number of responses to that item. For example, thirty-five of the surveys had responses to item two. Of those thirty-five, three indicated that none of their freshman English program was oriented to terminal students, twenty said that up to one quarter was, ten indicated one quarter to one half, and two over half. To arrive at the percentage figure necessary for analysis, the particular responses (three, twenty, ten, and two) were divided by thirty-five, the total number of responses to item two.

Charts were constructed to record these percentage figures. Two charts were used to compile the percentage figures for the general information. Another chart was designed to enable the researcher to compare the possible responses for only the aims, forms, and media within the five student groups. These charts were the basis for the tables found in the following chapter. No further analysis was necessary

for the charts representing the general information, but the third chart called for further analysis.

Once a mean was computed for each of the possible responses for the aims, forms, and media chart, the standard deviation was found through the use of a formula presented by George A. Ferguson (1966:66). All figures were rounded off to one decimal place.

All written comments on the questionnaire were then reviewed, and all pertinent information was placed on one sheet for easier utilization. Also, any material respondents might have returned in addition to the questionnaires was studied in order that the researcher would not be misled by the statistical data.

Once the data was gathered and analyzed, a brief summary of the results were sent to those respondents who had requested them. A copy of this letter is found with the other correspondence in Appendix C.

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CHAPTER III

RESULTS

Introduction

Of the sixty questionnaires that were mailed, there were forty-seven schools responding. However, only thirty-eight actually participated in the survey. Of these thirty-eight, all did not respond to each item of the survey. This fact resulted in the decision to rely on percentage figures for reporting the data.

Organization of the results of analysis of data from the returned surveys will be in the following order. A report of the results of the general information section will be followed by separate considerations of the findings concerning the three aspects of discourse -- aims, forms, and media. The mean will be reported in all instances dealing with the three aspects of composition, and results within any of the student groups beyond one standard deviation from the mean will be reported. At the end of each division of this portion of the study, an assessment of dependability of the results will be appended to each section, and the chapter will close with a summary of these assessments.

General Information

The first ten items on the questionnaire had to do with general information regarding the freshman English programs at those institutions surveyed. The first five had to do with the percentage of the program that was oriented to the five groups of students, and the next five surveyed the percentage of emphasis composition held in portions of the

program oriented to those same groups. The percentage responses for the two general information groups are reported in Tables 2 and 3, respectively (see below).

Not surprisingly, 63.0 percent of the total respondents reported that over half of their freshman composition programs was oriented to the transfer group. 25.0 percent of the participants indicated that between one-quarter and one-half of their programs was devoted to transfer students. 12.0 percent of the respondents stated that their programs were oriented to transfer groups up to one-quarter of the time. But, none of the participants said that no concern for transfer students was included in their programs.

Of all the participants, only 5.0 percent indicated that over half of their freshman composition programs was devoted to terminal students. 29.0 percent of the respondents stated that between one-quarter and one-half of their programs was oriented to terminal groups. 58.0 percent of the participants said that their programs were devoted to terminal students up to one-quarter of the time. Finally, 8.0 percent of the respondents reported that no orientation to terminal groups was incorporated in their programs.

Of the total respondents, 14.0 percent stated that over half of their freshman composition programs dealt with the technical/commercial group. 18.0 percent of the participants said that between one-quarter and one-half of their programs was devoted to technical/commercial students. 68.0 percent of the respondents showed that their programs dealt with technical/commercial groups up to one-quarter of the

Table 2. Percentage of Freshman English Programs Oriented to Different Student Groups in Texas Two-Year Institutions of Higher Learning.

STUDENT GROUPS	PERCENTAGE OF PROGRAM a	b	c	d*
TRANSFER	0%	12%	25%	63%
TERMINAL	8%	58%	29%	5%
TECHNICAL/ COMMERCIAL	0%	68%	18%	14%
ADULT	28%	54%	12%	6%
REMEDIAL	2%	74%	18%	6%

*a=0%
b=0-25%
c=25-50%
d=Over 50%

time. But, none of the participants indicated that no concern for technical/commercial students was included in their program.

Of all the participants, only 6.0 percent said that over half of their freshman composition programs was oriented to the adult students. 12.0 percent of the respondents reported that between one-quarter and one-half of their programs was oriented to adult groups. 54.0 percent of the participants indicated that their programs were devoted to adults up to one-quarter of the time. Also, 28.0 percent of the respondents stated that no orientation to adult groups was incorporated in their programs.

Of the total respondents, 6.0 percent showed that over half of their freshman composition programs dealt with the remedial group. 18.0 percent of the participants indicated that between one-quarter and one-half of their programs was devoted to remedial students. 74.0 percent of the respondents reported that their programs were oriented to remedial students up to one-quarter of the time. Finally, only 2.0 percent of the participants stated that no concern for remedial students was included in their programs.

Questionnaire items numbered six through ten revealed that 78.0 percent of the respondents utilized instruction and practice in composition as over half of their freshman English course for transfer students. 14.0 percent of the participants reported that their programs included composition assignments for the transfer group from one-quarter to one-half of the time. 6.0 percent of the respondents said that their programs for transfer students used composition in up to one-quarter of

Table 3. Percentage of Emphasis Given to Composition in Freshman English Programs Oriented to Different Student Groups in Texas Two-Year Institutions of Higher Learning.

	PERCENTAGE OF EMPHASIS			
STUDENT GROUPS	a	b	c	d*
TRANSFER	2%	6%	14%	78%
TERMINAL	6%	44%	21%	29%
TECHNICAL/ COMMERCIAL	0%	46%	18%	36%
ADULT	27%	35%	25%	13%
REMEDIAL	0%	57%	18%	25%

*a=0%
b=0-25%
c=25-50%
d=Over 50%

their activities. Only one participant, or 2.0 percent, claimed that no composition exercises were used in his program for the transfer group.

The survey indicated that 29.0 percent of the participants used composition exercises as over half of their freshman English course for terminal groups. 21.0 percent of the respondents showed that their programs used composition instruction for terminal students from one-quarter to one-half of the time. 44.0 percent of the participants stated that their programs for terminal groups included composition in up to one-quarter of their assignments. Finally, 6.0 percent of the respondents indicated that they utilized no composition activities in their programs for terminal students.

The study showed that 36.0 percent of the respondents included composition assignments as over half of their freshman English course for technical/commercial students. 18.0 percent of the participants indicated that their programs utilized instruction and practice in composition for the technical/commercial groups from one-quarter to one-half of the time. 46.0 percent of the respondents indicated that their programs for technical/commercial students utilized composition in up to one-quarter of their instruction. However, none of the participants reported that they used no composition assignments in their programs for technical/commercial groups.

The questionnaire revealed that 13.0 percent of the participants utilized instruction and practice in composition as over half of their freshman English course for adult groups. 25.0 percent of the respondents stated that their programs included composition exercises for

adults from one-quarter to one-half of the time. 35.0 percent of the participants showed that their programs for adult groups used composition in up to one-quarter of their activities. But, 27.0 percent of the respondents stated that their program included no composition assignments for adult students.

The survey further indicated that 25.0 percent of the respondents used composition exercises as over half of their freshman English course for remedial students. 18.0 percent of the participants said that their programs utilized composition assignments for remedial groups from one-quarter to one-half of the time. 57.0 percent of the respondents reported that their programs for remedial students included composition in up to one-quarter of their instruction. And finally, none of the participants said that they utilized no composition activities in their programs for remedial groups.

The data pertaining to the percentage of the freshman English programs oriented to the various student groups seemed to be fairly accurate except for some possible confusion, indicated by a few written comments, of the student groups — specifically adult, terminal, and technical. However, it is the researcher's opinion that the information concerning the percentage of emphasis placed on composition in the programs oriented to the five groups is highly unreliable. This conclusion was reached for the following reasons: (1) All but thirteen of the thirty-eight institutions which returned questionnaires had substantially identical responses for item groups one through five and six through ten. It is unlikely that the percentage of the programs

oriented to the various student groups (indicated by items one through five) would be exactly the same as the percentage of emphasis given to composition in those programs (indicated by items six through ten). (2) Several respondents indicated no utilization of composition assignments in programs for the transfer, terminal, and adult groups. It seems unlikely that any freshman English program would exclude all composition work. (3) Several written indications of confusion with the general information items appeared on the questionnaires which further indicated confusion with this section of the survey. The cause for this confusion might have been ambiquity of the instrument or misinterpretation of the items on the part of the participants. But whatever the reason, the data obtained in this instance must be suspect. The results of the analysis of the thirteen respondents who did have significant differences between responses for these two groups of items is presented in Table 7 in Appendix D. This data might prove more reliable, but the sample is much smaller.

Aims of Composition

Table 4 on the following page presents the results of the study with regard to aims of composition. The aims surveyed were explanation/thesis, persuasion, creativity, and self-expression.

Of the total respondents, 99.4 percent reported composition assignments in their freshman programs with the purpose of explanation/thesis. A mean of 7.8 percent of the participants used explanation/thesis in up to one-quarter of their composition activities. A mean of

Table 4. A Comparison of the Percentage of Composition Assignments and Emphasis for Various Student Groups Utilizing a Specific Aim in Texas Two-Year Institutions of Higher Learning.

STUDENT GROUPS	AIMS															
	Explanation/ Thesis				Persuasion				Creativity				Self-Expression			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
TRANSFER	0%	8%	22%	70%	6%	57%	31%	6%	14%	72%	8%	6%	8%	62%	15%	15%
TERMINAL	3%	12%	23%	62%	6%	64%	27%	3%	22%	68%	7%	3%	13%	41%	23%	23%
TECHNICAL/ COMMERCIAL	0%	6%	17%	77%	3%	54%	36%	7%	35%	52%	10%	3%	26%	43%	17%	14%
ADULT	0%	4%	30%	66%	0%	58%	38%	4%	19%	77%	4%	0%	14%	63%	9%	14%
REMEDIAL	0%	9%	20%	71%	21%	54%	25%	0%	32%	51%	17%	0%	13%	56%	21%	10%
Σ	3	39	112	346	36	287	157	20	122	320	46	12	74	265	85	76
$\bar{x}$	0.6%	7.8%	22.4%	69.2%	7.2%	57.4%	31.4%	4.0%	24.4%	64.0%	9.2%	2.4%	14.8%	53.0%	17.0%	15.2%
s	2.2	3.1	4.8	5.6	8.1	4.1	5.6	2.7	9.4	11.8	4.8	2.4	6.6	10.4	5.5	4.7

*a=0%
b=0-25%
c=25-50%
d=Over 50%

22.4 percent of the respondents stated that explanation/thesis was the aim of composition between one-quarter and one-half of the time. Finally, a substantial mean of 69.2 percent indicated that this aim was chosen for over half of all exercises.

Of all participants, 92.8 percent indicated composition exercises in their freshman programs with the aim of persuasion. A mean of 57.4 percent of the respondents chose persuasion for up to one-quarter of their composition assignments. A mean of 31.4 percent of the participants said that persuasion was the purpose of composition between one-quarter and one-half of the time. But, a mean of only 4.0 percent claimed that this aim was used for over half of all activities.

Of the total respondents, 75.6 percent attested to composition activities in their freshman programs with the purpose of creativity. A mean of 64.0 percent of the participants emphasised creativity in up to one-quarter of their composition exercises. A mean of 9.2 percent of the respondents reported that creativity was the aim of composition between one-quarter and one-half of the time. And, a small mean of 2.4 percent showed that this aim was utilized for over half of all assignments.

Of all participants, 85.2 percent claimed composition assignments in their freshman programs with the aim of self-expression. A mean of 53.0 percent of the respondents emphasized self-expression in up to one-quarter of their composition activities. A mean of 17.0 percent of the participants indicated that self-expression was the purpose of composition between one-quarter and one-half of the time. Also, a mean of 15.2

percent said that this aim was required in over half of all exercises.

When the data from the questionnaires was broken down into the various student groups, it was found that composition assignments oriented to transfer students exceeded one standard deviation in the following instances: (1) two responses within the creative aim and (2) one within the self-expressive aim. 14.0 percent of the participants revealed no composition activities for transfer groups using the creative aim, and 6.0 percent of the respondents showed that the creative aim was used for transfer students over one-half of the time. This data compares to the means of the responses for all the student groups of 24.4 percent and 2.4 percent, respectively. With the self-expressive aim, 8.0 percent of the respondents, or 6.8 percent below the mean, claimed that they did not use this aim of composition with transfer students.

There were seven variations from mean greater than one standard deviation for terminal students: (1) three at the possible responses within the explanation/thesis aim, (2) three responses within the self-expressive aim, and (3) one within the persuasive. 3.0 percent, or one respondent, reported no composition exercises for terminal students emphasizing the explanation/thesis aim. 12.0 percent stated explanation/thesis was used for terminal groups up to one-quarter of the time. And 62.0 percent of the participants indicated that the explanation/thesis aim was utilized for terminal groups over half the time. These figures compare to the means of the responses for all the student categories of

0.6 percent, 7.8 percent, and 69.2 percent, respectively. Of the participants 41.0 percent showed that composition with the aim of self-expression was used up to one-quarter of the time for terminal students as compared to the mean of 53.0 percent for all groups of students. 23.0 percent of the respondents, 6.0 percentage points above the mean, attested to the stressing of the self-expressive aim for terminal groups in from one-quarter to one-half of their composition exercises. 23.0 percent of the participants indicated the emphasis of the self-expressive aim for terminal students in over half of the composition activities in their freshman English programs, while the mean for all groups of students was 15.2 percent. With the persuasive aim, 64.0 percent of the participants, or 6.6 percent above the mean, stated that they used this aim of composition with terminal students up to one-quarter of the time.

Data for technical/commercial students was beyond one standard deviation in all four categories of aims: (1) two of the possible responses within the explanation/thesis aim, (2) two responses within the creative aim, (3) one within the persuasive aim, and (4) one within the self-expressive. 17.0 percent of the participants showed that between one-quarter and one-half of the composition assignments for technical/commercial groups stressed the explanation/thesis aim. 77.0 percent said explanation/thesis was used for technical/commercial students over half the time. These statistics compare to the means of the responses for all the student categories of 22.4 percent and 69.2 percent, respectively. Of the respondents, 35.0 percent said that no

composition with the aim of creativity was required for technical/commercial groups as contrasted with the mean of 24.4 percent for all categories of students. 52.0 percent of the participants, 12.0 percentage points below the mean, claimed the use of the creative aim for technical/commercial students in up to one-quarter of their composition assignments. 7.0 percent of the respondents showed the use of the persuasive aim for technical/commercial groups in over half of the composition exercises in their freshman English programs, while the mean for all categories of students was 4.0 percent. With the self-expressive aim, 26.0 percent of the respondents, or 11.2 percent above the mean, said that they did not use this aim of composition with technical/commercial students.

The figures for the adult students fell beyond one standard deviation in the seven following instances: (1) three of the possible responses within the creative aim, (2) two responses with the explanation/thesis aim, (3) one within the persuasive aim, and (4) one within the self-expressive. 77.0 percent of the respondents indicated composition activities for adult students utilizing the creative aim up to one-quarter of the time. 4.0 percent stated creativity was used for adult groups between one-quarter and one-half of the time. But none of the participants claimed that the creative aim was used for adult groups over half the time. This data compares to the means of the responses for all the student groups of 6[illegible]cent, 9.2 percent, and 2.4 percent, respectively. C[illegible] the participants, 4.0 percent reported that composition with the aim of explanation/thesis was utilized up to one-quarter of the time for adult

students as compared to the mean of 7.8 percent for all categories of students. 30.0 percent of the respondents, 7.6 percentage points above the mean, indicated the utilization of the explanation/thesis aim for adult groups in from one-quarter to one-half of their composition activities. 38.0 percent of the participants reported the stressing of the persuasive aim for adult students in between one-quarter and one-half of the composition assignments in their freshman English programs, while the means for all groups of students was 31.4 percent. With the self-expressive aim, 9.0 percent of the participants, or 8.0 percent below the mean, showed that they stressed this aim of composition with adult students between one-quarter and one-half the time.

Data regarding the emphasis of certain aims of composition for remedial students exceeded one standard deviation in the following instances: (1) all of the possible responses within the creative aim, (2) three responses within the persuasive aim, and (3) one within the self-expressive. 32.0 percent of the participants revealed no composition exercises for remedial groups using the creative aim. 51.0 percent stated that creativity was used for remedial students up to one-quarter of the time. 17.0 percent indicated use between one-quarter and one-half of the time. 17.0 percent indicated use between one-quarter and one-half of the time. And none of the respondents reported that the creative aim was emphasized for remedial students over half the time. These figures compare to the means of the responses for all the student categories of 24.4 percent, 64.0 percent, 9.2 percent, and 2.4 percent, respectively. Of the participants, 21.0 percent indicated that no composition with the

aim of persuasion was used for remedial groups as compared to the mean of 7.2 percent for all groups of students. 25.0 percent of the participants, 6.4 percentage points below the mean, showed the emphasis of the persuasive aim for remedial students in from one-quarter to one-half of their composition exercises. None of the respondents revealed the emphasis of the persuasive aim for remedial groups in over half of the composition activities in their freshman English programs, while the mean for all categories of students was 4.0 percent. With the self-expressive aim, 10.0 percent of the respondents, or 5.2 percent below the mean, reported that they utilized this aim of composition with remedial students over half the time.

In determining the dependability of the data concerning aims of discourse, the researcher considered several factors. A few written indications led the researcher to believe that the definitions of the aims was not quite clear in some of the respondent's minds, primarily creativity and self-expression; this was a negative factor. The small body of scholarly literature considering this aspect of composition might have been a cause for this confusion. However, at least one syllabus which was received indicated thorough knowledge of the aims of composition, and other written comments somewhat offset the negative ones. In any case, the researcher feels the data is a dependable enough representation of the emphasis of aims in the composition program of Texas two-year institutions of higher learning with the possible exception of the creative and self-expressive categories.

Forms of Composition

Table 5 on the following page presents all responses with respect to forms of composition. The forms surveyed were description, narration, exposition, and argumentation.

For the questionnaire items dealing with the forms of composition, 91.6 percent of the total respondents reported composition assignments in their freshman English programs with the form of description. A mean of 62.4 percent of the participants used description in up to one-quarter of their composition activities. A mean of 19.2 percent of the respondents stated that description was the form of composition between one-quarter and one-half of the time. Finally, a mean of 10.0 percent indicated that this form was chosen for over half of all exercises.

Of all participants, 79.2 percent indicated composition exercises in their freshman programs with the form of narration. A mean of 63.0 percent of the respondents chose narration for up to one-quarter of their composition assignments. A mean of 12.8 percent of the participants said that narration was the form of composition between one-quarter and one-half of the time. However, a mean of only 3.4 percent claimed that this form was used in over half of all activities.

Of the total respondents, 98.0 percent attested to composition activities in their freshman programs with the form of exposition. A mean of 13.0 percent of the participants emphasized exposition in up to one-quarter of their composition exercises. A mean of 27.0 percent of the respondents reported that exposition was the form of composition

Table 5. A Comparison of the Percentage of Composition Assigments and Emphasis for Various Student Groups Utilizing a Specific Form in Texas Two-Year Institutions of Higher Learning.

STUDENT GROUPS	FORMS															
	Description				Narration				Exposition				Argumentation			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
TRANSFER	3%	68%	20%	9%	16%	62%	16%	6%	0%	11%	30%	59%	0%	51%	44%	5%
TERMINAL	7%	65%	18%	10%	18%	71%	11%	0%	0%	13%	21%	66%	6%	59%	29%	6%
TECHNICAL/ COMMERCIAL	11%	60%	22%	7%	35%	54%	8%	3%	0%	21%	14%	65%	7%	51%	39%	3%
ADULT	10%	70%	10%	10%	20%	65%	10%	5%	10%	10%	23%	57%	0%	55%	40%	5%
REMEDIAL	11%	49%	26%	14%	15%	63%	19%	3%	0%	10%	47%	43%	23%	51%	26%	0%
Σ	42	312	96	50	104	315	64	17	10	65	135	290	36	267	178	19
$\bar{x}$	8.4%	62.4%	19.2%	10.0%	20.8%	63.0%	12.8%	3.4%	2.0%	13.0%	27.0%	58.0%	7.2%	53.4%	35.6%	3.8%
s	3.3	8.3	5.9	2.5	8.1	6.1	4.4	2.2	4.0	4.6	12.5	9.2	9.4	3.5	7.6	2.2

*a=0%
b=0-25%
c=25-50%
d=Over 50%

between one-quarter and one-half of the time. And, a mean of 58.0 percent showed that this form was utilized in over half of all assignments.

Of all participants, 92.8 percent claimed composition assignments in their freshman programs with the form of argumentation. A mean of 53.4 percent of the respondents utilized argumentation for up to one-quarter of their composition activities. A mean of 35.6 percent of the participants indicated that argumentation was the form of composition between one-quarter and one-half of the time. But, a mean of only 3.8 percent said that this form was required in over half of all exercises.

When student groups were considered, it was discovered that the reported use of forms in portions of the programs oriented toward transfer students was beyond one standard deviation three times: (1) one of the possible responses within the descriptive form, (2) one response within the narrative form, and (3) one within the argumentative. 3.0 percent of the participants revealed no composition activities for transfer groups using the descriptive form. This figure compares to the mean of the responses for all the student groups of 8.4 percent. Of the participants, 6.0 percent indicated the emphasis of the narrative form for transfer students in over half of the composition activities in their freshman English programs, while the mean for all groups of students was 3.4 percent. With the argumentative form, 44.0 percent of the respondents, or 8.4 percent above the mean, claimed that they used this form of composition with transfer students

from one-quarter to one-half of the time.

With terminal students, four instances beyond one standard deviation were found within the form category: (1) two of the possible responses within the narrative form and (2) two responses within the argumentative. 71.0 percent of the respondents stated that narration was used for terminal students up to one-quarter of the time, and none of the respondents showed that the narrative form was used in composition exercises for terminal students over half the time. This data compares to the means of the responses for all student categories of 63.0 percent and 3.4 percent, respectively. 59.0 percent of the respondents, 5.6 percentage points above the mean, attested to the stressing of the argumentative form for terminal groups in up to one-quarter of their composition exercises. 6.0 percent of the participants showed the use of the argumentative form for terminal groups in over half the composition assignments in their freshman English programs, while the mean for all categories of students was 3.8 percent.

Consideration of the technical/commercial group produced six variations from mean beyond one standard deviation: (1) three of the possible responses within the narrative form, (2) two responses within the expository form, and (3) one within the descriptive. 35.0 percent of the participants reported no composition assignments for technical/commercial students emphasizing the narrative form. 54.0 percent said that narration was used for technical/commercial groups up to one-quarter of the time. And 8.0 percent of the respondents indicated that the narrative aim was utilized for technical/commercial groups between one-

quarter and one-half of the time. These statistics compare to the means of the responses of all the student groups of 20.8 percent, 63.0 percent, and 12.8 percent, respectively. Of the respondents, 21.0 percent showed that composition with the form of exposition was used up to one-quarter of the time for technical/commercial students as compared to the mean of 13.0 percent for all groups of students. 14.0 percent of the participants, 13.0 percentage points below the mean, claimed the use of the expository form for technical/commercial students in from one-quarter to one-half of their composition assignments. With the descriptive form, 7.0 percent of the respondents, or 3.0 percent below the mean, stated that they stressed this form of composition with technical/commercial students over half the time.

Items concerning students comprising the adult category included three instances where the responses were beyond one standard deviation of the mean: (1) two of the possible responses within the descriptive form and (2) one response within the expository form. 70.0 percent of the respondents indicated that description was used for adult students up to one-quarter of the time. And 10.0 percent of the participants claimed that the descriptive form was emphasized for adult students from one-quarter to one-half of the time. These figures compare to the means of the responses for all the student categories of 62.4 percent and 19.2 percent, respectively. With the expository form, 10.0 percent of the respondents, or 8.0 percent above the mean, said that they did not use this form of composition with adult students.

Data regarding the emphasis of certain forms of composition for

remedial students exceeded one standard deviation of the mean in the following instances: (1) three of the possible responses within the descriptive form, (2) three responses within the argumentative form, (3) two within the expository form, and (4) one within the narrative. 49.0 percent of the participants showed composition activities for remedial students stressing the descriptive form up to one-quarter of the time. 26.0 percent indicated that description was used for remedial groups between one-quarter and one-half of the time. And 14.0 percent of the respondents reported that the descriptive form was stressed for remedial groups over half the time. This data compares to the means of the responses for all the student categories of 62.4 percent, 19.2 percent, and 10.0 percent, respectively. Of the participants, 23.0 percent said that no composition with the form of argumentation was required for remedial groups as compared to the mean of 7.2 percent for all categories of students. 26.0 percent of the respondents, 9.6 percentage points below the mean, indicated the utilization of the argumentative form for remedial groups in from one-quarter to one-half of their composition activities. None of the participants reported the use of the argumentative form for remedial students in over half of the composition exercises in their freshman English programs, while the mean for all groups of students was 3.8 percent. 47.0 percent of the respondents, as contrasted with the mean of 27.0 percent, said that they used the expository form for remedial students between one-quarter and one-half of the time. Another 43.0 percent showed that exposition

was the form of over half the composition assignments for remedial groups, but the mean for all responses was 58.0 percent. With the narrative form, 19.0 percent of the participants, or 6.2 percent above the mean, reported that they required this form of composition with remedial students between one-quarter and one-half of the time.

The data concerning forms of composition was considered by the researcher to be dependable. There seemed to be no trouble with the respondents recognizing the terms, and some of the course outlines accompanying the completed questionnaires included sections on the same forms. In addition, the review of the literature found forms of composition to be the most frequently discussed of the three aspects of discourse. However, two of those participants expressed the opinion that the use of forms was impossible to estimate.

Media of Composition

Table 6 on the next page indicates the findings of the study as they pertain to media of composition. The media studied were writing, speech, art/photography, and dramatization/film.

Not unexpectedly, all of the respondents reported composition assignments in their freshman programs using the medium of writing. A mean of 2.6 percent of the participants used writing for up to one-quarter of their composition activities. A mean of 12.0 percent of the respondents stated that writing was the medium for composition between one-quarter and one-half of the time. Finally, a mean of 85.4 percent indicated that this medium was chosen for over half of all exercises. One written comment on the questionnaire stated that writing was the

Table 6. A Comparison of the Percentage of Composition Assignments and Emphasis for Various Student Groups Utilizing a Specific Medium in Texas Two-Year Institutions of Higher Learning.

STUDENT GROUPS	MEDIA															
	Writing				Speech				Art/ Photography				Dramatization/ Film			
	a	b	c	d	a	b	c	d	a	b	c	d	a	b	c	d
TRANSFER	0%	3%	6%	91%	23%	61%	14%	2%	71%	29%	0%	0%	55%	39%	6%	0%
TERMINAL	0%	6%	16%	78%	12%	55%	30%	3%	68%	32%	0%	0%	63%	34%	3%	0%
TECHNICAL/ COMMERCIAL	0%	0%	16%	84%	14%	49%	34%	3%	77%	20%	3%	0%	77%	20%	3%	0%
ADULT	0%	0%	8%	92%	13%	69%	13%	5%	69%	31%	0%	0%	70%	25%	5%	0%
REMEDIAL	0%	4%	14%	82%	18%	49%	30%	3%	74%	26%	0%	0%	70%	27%	3%	0%
Σ	0	13	60	427	80	283	121	16	359	138	3	0	335	145	20	0
$\bar{x}$	0.0%	2.6%	12.0%	85.4%	16.0%	56.6%	24.2%	3.2%	71.8%	27.5%	0.6%	0.0%	67.0%	29.0%	4.0%	0.0%
s	0.0	2.5	6.6	5.9	4.5	8.5	9.8	1.1	3.6	4.8	1.3	0.0	8.3	7.5	1.4	0.0

*a=0%
b=0-25%
c=25-50%
d=Over 50%

medium for composition assignments 100 percent of the time.

Of all participants, 84.0 percent indicated composition exercises in their freshman programs utilizing the medium of speech. A mean of 56.6 percent of the respondents chose speech for up to one-quarter of their composition assignments. A mean of 24.2 percent of the participants said that speech was the medium for composition between one-quarter and one-half of the time. But, a mean of only 3.2 percent claimed that this medium was used for over half of all activities.

Of the total respondents, only 28.2 percent attested to composition activities in their freshman programs using the medium of art/photography. A mean of 27.6 percent of the participants emphasized art/photography in up to one-quarter of their composition exercises. A mean of only 0.6 percent of the respondents reported that art/photography was the medium for composition between one-quarter and one-half of the time. And, none of the participants showed that this medium was utilized for over half of all assignments.

Of all participants, 33.0 percent claimed composition assignments in their freshman programs utilizing the medium of dramatization/film. A mean of 29.0 percent of the respondents utilized dramatization/film for up to one-quarter of their composition activities. A mean of 4.0 percent of the participants indicated that dramatization/film was the medium for composition between one-quarter and one-half of the time. However, none of the respondents said that this medium was chosen for over half of all exercises.

When the media were analyzed within the various student groups, it was found that in six instances the data concerning transfer students was above or below one standard deviation of mean: (1) three of the possible responses within the spoken medium and (2) three responses within the dramatization/film medium. 23.0 percent of the participants revealed no emphasis of composition activities for transfer groups using the spoken medium. 14.0 percent stated that speech was used for transfer students between one-quarter and one-half the time. And 2.0 percent of the respondents showed that the spoken medium was used for transfer students over half the time. These figures compare to the means of the responses for all the student groups of 16.0 percent, 24.2 percent, and 3.2 percent, respectively. Of the participants, 55.0 percent showed that no composition with the medium of dramatization/film was used for transfer students as compared to the mean of 67.0 percent for all groups of students. 39.0 percent of the respondents, 10.0 percentage points above the mean, attested to the stressing of the dramatization/film medium for transfer groups in up to one-quarter of their composition exercises. 6.0 percent of the participants indicated the emphasis of the dramatization/film medium for transfer students for between one-quarter and one-half of the composition activities in their freshman English programs, while the mean for all groups of students was 4.0 percent.

The items dealing with the emphasis of various media of composition for terminal students produced three excesses of one standard

deviation of mean: (1) two of the possible responses within the written medium and (2) one response within the art/photography medium. 6.0 percent of the respondents reported composition exercises for terminal students emphasizing the written medium up to one-quarter of the time, and 78.0 percent of the participants indicated that the written medium was utilized for terminal groups over half the time. This data compares to the means of the responses for all the student categories of 2.6 percent and 85.4 percent, respectively. With the art/photography medium, 68.0 percent of the respondents, or 3.8 percent below the mean, claimed that they did not use this medium of composition with terminal students.

Figures involving media for technical/commercial students went beyond one standard deviation in the following instances: (1) three of the possible responses within the art/photography medium, (2) two responses within the dramatization/film medium, (3) one within the written medium, and (4) one within the spoken. 77.0 percent of the participants showed no composition assignments for technical/commercial groups utilizing the art/photography medium. 20.0 percent stated that art/photography was used for technical/commercial students up to one-quarter of the time. But 3.0 percent of the respondents claimed that the art/photography medium was used for technical/commercial students between one-quarter and one-half of the time. These statistics compare to the means of the responses for all the student groups of 71.8 percent, 27.6 percent, and 0.6 percent, respectively. Of the participants, 77.0 percent said that no composition with the medium of dramatization/film

was used for technical/commercial groups as contrasted with the mean of 67.0 percent for all categories of students. 20.0 percent of the respondents, 9.0 percentage points below the mean, claimed the use of the dramatization/film medium for technical/commercial students in up to one-quarter of their composition assignments. None of the participants showed the use of the written medium for technical/commercial groups in up to one-quarter of the composition activities in their freshman English programs, while the mean for all categories of students was 2.6 percent. With the spoken medium, 34.0 percent of the respondents, or 9.8 percent above the mean, stated that they stressed this medium of composition with technical/commercial students between one-quarter and one-half the time.

When media were considered, the questionnaire items concerning adult students produced five responses beyond one standard deviation of the mean: (1) three of the possible responses within the spoken medium and (2) two responses within the written medium. 69.0 percent of the respondents indicated composition assignments for adult students stressing the spoken medium up to one-quarter of the time. 13.0 percent said that speech was used between one-quarter and one-half of the time. And 5.0 percent of the participants reported that the spoken medium was emphasized for adult groups over half the time. These figures compare to the means of the responses for all the student groups of 56.6 percent, 24.2 percent, and 3.2 percent, respectively. None of the respondents, compared to the mean of 2.6 percent, indicated that composition with the medium of writing was utilized up to one-quarter of the time with adult students. However, 92.0 percent of the participants reported the

stressing of the written medium for adult groups in over half of the composition exercises in their freshman English programs, while the mean for all categories of students was 85.4 percent.

With the analysis of media, the only instance where a student group did not exceed one standard deviation of the mean for all the student categories was discovered. When related to the remedial group, all possible responses for the four types of media were found to be within the bounds of that statistical limitation.

As far as dependability of the data pertaining to media was concerned, there seemed to be little or no confusion on the respondents' parts of the researcher's questionnaire. There were few written comments concerning media. Of those few, one pointed out that media was never the end product of a composition, and another stated that his program of instruction handled the medium of writing and left the other three media "to their proper disciplines." Other materials returned with the questionnaires did not conflict with the findings, so in general, the data seemed to be valid.

Summary of Dependability of Data

Due to the facts concerning the dependability of the results of each section of the questionnaire discussed previously, it seemed that most of the data was valid with the definite exception of the items in the general information section of the survey pertaining to the percentage of emphasis given to composition in the freshman English programs oriented to the five categories of students; the responses concerned here were

those for items six through ten. Within the information on the aims of composition, however, a possible exception to the overall validity of the study seemed to be those items concerning the creative and self-expressive aims.

Although there was some confusion indicated with the definition of the terminal, technical/commercial, and adult groups, it was not deemed serious enough to negate the results. It should be pointed out, however, that fewer of those participating in the study responded to items for these three groups along with the remedial group, than for the general information, transfer, or terminal sections. This may have been due to the desire to avoid those sections that were confusing or the simple lack of desire on the respondents' parts to complete the questionnaire. Nevertheless, this information should be kept in mind when reviewing the data.

It might also be noted that percentage figures of five percent or below usually indicated the response of only one participant. This means, for example, that in the situation where three percent of those responding reported no composition assignments for terminal students with an explanation/thesis aim, only one person made such an indication. It seems more than likely that the possibility of error with only one response could be very high.

While considering percentages, it should be observed that three of the possible responses to each survey item (up to one-quarter, between one-quarter and one-half, and over half) were very broad categories. This was done for ease of estimation on the part of the respondent, but it

does little to specify results. For example, if a participant chose response "b. 0-25%" in regard to composition assignments utilizing the medium of dramatization/film, only one such exercise would have had to have been required, or allowed, to have made the response an honest one.

Because of the built-in pitfalls of questionnaires, their results must always be viewed with an understanding of those faults, but the researcher does not feel that the one really negative respondent who felt that there would be few colleges that could 'honestly' provide the information requested was correct. Despite the weaknesses of questionnaires in general, the results of this study are probably a fairly valid indication of what is taking place with regard to the three aspects of composition and their application to the five student groups in Texas two-year institutions of higher learning, particularly in 1973..

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR RESEARCH

Summary and Conclusions

In the spring of 1973, a study of the three aspects of composition in freshman English programs with regard to five groups of students in Texas two-year institutions of higher learning was begun. The three aspects of composition were the aims, the forms, and the media, and the five student groups were transfer, terminal, technical/commercial, adult, and remedial. Aims, or purposes, were defined as explanation/thesis, persuasion, creativity, and self-expression. Description, narration, exposition, and argumentation were seen as defining forms, or means. Media, or vehcile, included writing, speech, art/photography, and dramatization/film.

As the study took shape, two specific purposes in the form of questions emerged: (1) What aims, forms, and media were emphasized in these schools? (2) Were there measurable differences of the emphasis of the three parts of discourse when applied to the five groups of students? These questions were pursued by means of a review of articles in professional journals and the collection and analysis of data gained from a questionnaire sent to all two-year schools in Texas.

A review of scholarly literature revealed little concern with the two posed problems. Within the small body of data, little was said about aims and media, while forms gained the majority of the attention.

With regard to aim, the professional articles seemed to assume the dominance of the explanation/thesis, and persuasion to a lesser extent. They went on to propose the additional aims of creactivity and, especially, self-expression.

Where forms of composition were concerned, the writers indicated the expository form as favored followed by argumentation, description, and narration, in that order. Exposition as a form was almost always mentioned, but a few persons asked that programs allow more use of all the forms of discourse.

The media of composition was assumed to be writing, but speech was said by many scholars to be as important as writing. Almost no attention was given to art/photography or dramatization/film as media for composition.

The procedure for gathering the data consisted of the construction of a questionnaire for distribution to the sixty, two-year schools in Texas, which included public and private junior and community colleges plus accredited two-year technological institutes. A questionnaire with seventy items was deemed to be the most expedient means of collecting information from such a geographically diverse sample. The survey instrument was so designed as to elicit general information concerning such programs as well as to answer the two questions posed by the study. Several steps were taken to avoid the usual pitfalls inherent in research utilizing questionnaires.

Analyzing the data was done by converting the raw responses collected from the individual surveys into percentages because all participants did

not respond to all of the items on the questionnaire, thereby rendering the raw numbers unusable for reporting results. The computing of percentage figures alone was ample for the analysis of that data pertaining to the general information section, but when the emphasis of the three parts of composition was analyzed in regard to the five student groups, mean and standard deviation were computed.

The final step in the analysis of the material collected through the questionnaire was the review of written comments on the surveys themselves and of any material which might have accompanied the returned instruments. This was done to aid the researcher's proper interpretation of the results.

Of the sixty survey packets mailed, there were forty-seven responses, but only thirty-eight schools actually participated. The following, briefly, were the results.

General Information

Items concerned with the percentage of freshman English program oriented to different student groups revealed that for 63.0 percent of those responding, over half of their program was concerned with transfer students. Majorities of the other groups, 58.0 percent of those participating, indicating terminal, 68.0 percent technical/commercial, 54.0 percent adult, and 74.0 percent remedial, fell into an up to one-quarter orientation category. An attempt was made to determine the percentage of emphasis given to composition in the freshman English programs oriented to the five student groups, but through analysis it was determined that the data collected was probably not totally dependable.

Aims of Composition

Of those responding, 99.4 percent reported composition assignments with the aim of explanation/thesis, 92.8 percent persuasion, 75.6 percent creativity, and 85.2 percent self-expression. Of those reporting, 69.2 percent indicated that explanation/thesis aimed assignments were given over half the time. Generally, remedial students had fewer persuasive and creative assignments. Technical/commercial students had less opportunity to do assignments of self-expression while the terminal group worked with that aim more frequently.

Forms of Composition

Of the surveys returned, 91.6 percent indicated assignments utilizing the form of description, 79.2 percent narration, 98.0 percent exposition, and 92.8 percent argumentation. Exposition was the most frequently used form for composition with 58.0 percent reporting use of it over half the time. The only major differences in the use of the forms in assignments for the different students groups were that technical/commercial students had less access to the narrative forms and the remedial group's use of the expository form was less frequent as was the availability of the argumentative form for this same group.

Media of Composition

All respondents reported written composition assignments. Of those responding, 84.0 percent indicated the use of speech as the medium, 28.2 percent used art/photography, and 33.0 percent dramatization/film. The use of speech as media was less frequent with transfer and adult students

while more frequent for technical/commercial groups. Transfer students had more occasion to work with the medium of dramatization/film, but the technical/commercial groups was below the mean in that medium as well as in art/photography.

It was concluded that most of the data collected was valid with the definte exception of those items dealing with the percentage of emphasis given to composition in programs oriented to the five categories of students and thepossible exception of those items concerning creativity and self-expression within that section of the summary pertaining to the aims of discourse. But despite the weakness of questionnaires in general, the results of this study were probably a fairly valid indication of what is taking place with regard to the three aspects of composition and their application to the five student groups in Texas two-year institutions of higher learning, particulary in 1973.

Recommendations for Further Research

In the course of this study, many questions occurred to the researcher with regard to the future of study in this area. The following recommendations for further research are some of those areas the researcher feels to be potentially fertile ground for future studies:

1. Expanding the geographical scope of this study to encompass the whole nation.

2. Determining the areas of study such as reading, composition, or grammer, that make up freshman English programs in two-year schools and the percentage of emphasis placed on those areas.

3. Discovering which of the three aspects of composition, aims, forms, or media, is concentrated on by instructors in two-year institutions.

4. Reporting on two-year freshman English programs utilizing aims, forms, and/or media other than those indicated to be dominant by this study.

5. Surveying the possible greater utilization of the media of art/photography and dramatization/film in a two-year program.

6. Researching the effectiveness of teaching composition in the two-year institution with either the aims, forms, or media being the emphasized aspect of discourse.

7. Testing further the question of whether a composition program should track its courses in the two-year schools.

8. Studying individually the English programs of two-year technological institutions and business colleges.

9. Eliciting student, instructor, and administrator attitude toward the various aspects of composition in two-year English programs.

10. Comparing data concerning the utilization of aims, forms, and media of composition in two-year institutions of higher learning with the same data in four-year colleges and universities.

11. Contrasting the composition programs oriented to the various groups of students in two-year colleges to programs for similar groups in four-year institutions of higher learning.

APPENDIX A

INSTITUTIONS

INSTITUTIONS RETURNING QUESTIONNAIRES

Alvin Junior College
Angelina College
Bee County College
Blinn College
Brazosport College
Clarendon College
College of the Mainland
Concordia Lutheran College
Del Mar College
De Vry Institute of Technology
Eastfield College
El Centro College
El Paso Community College
Galveston College
Hill Junior College
Houston Community College
Kilgore College
Laredo Junior College
Lee College
McLennan Community College
Mountain View College
Odessa College, Main Campus
Odessa College, Midland Campus
Paris Junior College
Ranger Junior College
Richland College
San Jacinto College
Schreiner Institute
South Texas Junior College
Southwest Texas Junior College
Tarrant County Junior College-South Campus
Temple Junior College
Texas Southmost College
Texas State Technological, James Connally
Texas State Technological, Mid-Continent
Western Texas College
Two Anonymous Institutions

INSTITUTIONS RESPONDING, BUT NOT RETURNING QUESTIONNAIRES

Amarillo College

Cooke County Junior College

Saint Phillip's College

Tarrant County Junior College, Northeast Campus

Texas State Technological, Rio Grande

Vernon Regional Junior College

Victoria College

Weatherford College

Wharton County Junior College

INSTITUTIONS NOT RESPONDING

Central Texas College

Cisco Junior College

Frank Phillips College

Grayson County Junior College

Henderson County Junior College

Howard County Junior College

Jacksonville College

Lon Morris College

Navarro Junior College

Panola Junior College

San Antonio College

South Plains College

Southwestern Christian College

Texarkana College

Tyler Junior College

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE
FRESHMAN COMPOSITION PROGRAMS

INSTITUTION:

RESPONDENT: DATE:_____

OPTIONAL
COMMENTS

Please indicate the percentage of your Freshman English Program that is oriented to the following categories of students:

____1. Transfer	a. 0%
____2. Terminal	b. 0-25%
____3. Technical/Commercial	c. 25-50%
____4. Adult	d. Over 50%
____5. Remedial	

Please indicate the percentage of emphasis given to composition in your Freshman English Program that is oriented to the following categories of students:

____6. Transfer	a. 0%
____7. Terminal	b. 0-25%
____8. Technical/Commercial	c. 25-50%
____9. Adult	d. Over 50%
___10. Remedial	

TRANSFER STUDENTS

Please indicate the percentage of your composition assignments for TRANSFER students that have as their AIM:

___11. Explanation/Thesis	a. 0%
___12. Persuasion	b. 0-25%
___13. Creativity	c. 25-50%
___14. Self-expression	d. Over 50%

Please indicate the percentage of time the following FORMS are used in your composition assignments for TRANSFER students:

___15. Description	a. 0%
___16. Narration	b. 0-25%
___17. Exposition	c. 25-50%
___18. Argumentation	d. Over 50%

Page 2

OPTIONAL COMMENTS

Please indicate the percentage of time the following MEDIA are the end product of your composition assignments for TRANSFER students:

____19. Writing	a. 0%
____20. Speech	b. 0-25%
____21. Art/Photography	c. 25-50%
____22. Dramatization/Film	d. Over 50%

TERMINAL STUDENTS

Please indicate the percentage of your composition assignments for TERMINAL students that have as their AIM:

____23. Explanation/Thesis	a. 0%
____24. Persuasion	b. 0-25%
____25. Creativity	c. 25-50%
____26. Self-expression	d. Over 50%

Please indicate the percentage of time the following FORMS are used in your composition assignments for TERMINAL stuients:

____27. Description	a. 0%
____28. Narration	b. 0-25%
____29. Exposition	c. 25-50%
____30. Argumentation	d. Over 50%

Please indicate the percentage of time the following MEDIA are the end product of your composition assignments for TERMINAL students:

____31. Writering	a. 0%
____32. Speech	b. 0-25%
____33. Art/Photography	c. 25-50%
____34. Dramatization/Film	d. Over 50%

TECHNICAL/COMMERCIAL STUDENTS

Please indicate the percentage of your composition assignments for TECHNICAL/COMMERCIAL students that have as their AIM:

____35. Explanation/Thesis	a. 0%
____36. Persuasion	b. 0-25%
____37. Creativity	c. 25-50%
____38. Self-expression	d. Over 50%

OPTIONAL COMMENTS

Please indicate the percentage of time the following FORMS are used in your composition assignments for TECHNICAL/ COMMERCIAL students:

____39. Description	a. 0%
____40. Narration	b. 0-25%
____41. Exposition	c. 25-50%
____42. Argumentation	d. Over 50%

Please indicate the percentage of time the following MEDIA are the end product of your composition assignments for TECHNICAL/COMMERCIAL students:

____43. Writing	a. 0%
____44. Speech	b. 0-25%
____45. Art/Photography	c. 25-50%
____46. Dramatization/Film	d. Over 50%

ADULT STUDENTS

Please indicate the percentage of your composition assignments for ADULT students that have as their AIM:

____47. Explanation/Thesis	a. 0%
____48. Persuasion	b. 0-25%
____49. Creativity	c. 25-50%
____50. Self-expression	d. Over 50%

Please indicate the percentage of time the following FORMS are used in your composition assignments for ADULT students:

____51. Description	a. 0%
____52. Narration	b. 0-25%
____53. Exposition	c. 25-50%
____54. Argumentation	d. Over 50%

Please indicate the percentage of time the following MEDIA are the end product of your composition assignments for ADULT students:

____55. Writing	a. 0%
____56. Speech	b. 0-25%
____57. Art/Photography	c. 25-50%
____58. Dramatization/Film	d. Over 50%

OPTIONAL COMMENTS

REMEDIAL STUDENTS

Please indicate the percentage of your composition assignments for REMEDIAL students that have as their AIM:

____59. Explanation/Thesis	a. 0%
____60. Persuasion	b. 0-25%
____61. Creativity	c. 25-50%
____62. Self-expression	d. Over 50%

Please indicate the percentage of time the following FORMS are used in your composition assignments for REMEDIAL students:

____63. Description	a. 0%
____64. Narration	b. 0-25%
____65. Exposition	c. 25-50%
____66. Argumentation	d. Over 50%

Please indicate the percentage of time the following MEDIA are the end product of your composition assignments for REMEDIAL students:

____67. Writing	a. 0%
____68. Speech	b. 0-25%
____69. Art/Photography	c. 25-50%
____70. Dramatization/Film	d. Over 50%

Roger C. Schustereit
5106 North Lamar #113
Austin, Texas 78751

APPENDIX C

CORRESPONDENCE

LETTER TO HEAD ACADEMIC ADMINISTRATOR

5106 North Lamar #113
Austin, Texas 78751

(Head Academic Administrator)
(College)
(Address)

Dear Sir:

To maintain protocol and at the suggestion of Dr. James W. Reynolds of the University of Texas at Austin, I am forwarding the enclosed questionnaire through your office to the Chairman of your English Department. I am a graduate student in English Education at the University.

This questionnaire will become part of my Master's Thesis, under the supervision of Dr. James L. Kinneavy, surveying Texas Junior College Freshman English Programs. Basically, I am trying to ascertain the aims, forms, and media used in the composition aspect of the beginning course in English.

This survey is an indication of the interest of both the English and Education Departments at the University in the community college. Response to this questionnaire will aid this University's understanding of Texas Junior College programs, thus enabling them to better train teachers to aid your institutions.

Your English Department may directly benefit from participating in this study. If your institution desires, a brief summary of the collected data will be returned to you upon completion of the project. In this manner you and your Chairman will be able to compare your composition program with that of other Texas Junior Colleges.

If you will have your secretary pass the questionnaire and instructions on to your English Department Chairman as quickly as is convenient, you and your institution will be very helpful in my research concerning the community college.

Thank you for your time and interest.

Sincerely,

Roger C. Schustereit

LETTER OF EXPLANATION AND INSTRUCTION TO ENGLISH CHAIRMAN

5106 North Lamar #113
Austin, Texas 78751

(Department Chairman)
(College)
(Address)

Dear Chairman:

I am a graduate student in English Education at the University of Texas at Austin. The questionnaire I have forwarded to you through your Dean will become part of my Master's Thesis under the supervision of Dr. James L. Kinneavy, Professor of English.

The subject of this survey is Freshman Composition in Texas Junior Colleges. More specifically, it concerns the direction in which composition is headed in the beginning course of English.

The survey has four basic concerns:

1. The type of student concerned with composition
2. The aim of the composition
3. The form of the composition
4. The media utilized by the composition

The interrelationship of these four elements of composition might be illustrated with an example using the terminology of the questionnaire. A *transfer student* may choose as the *aim* for his composition *explanation/thesis* while the *form* he follows is *description* and the *media* used is *dramatization/film*.

The space in the right margin labeled "Optional Comments" is provided for you to make specific points about your particular composition program. It is also available if you wish to further clarify your response.

You are invited to forward any copies of your department syllabus, outline, or directive. This material will prove useful in my study, and it will be placed in the departmental library for use by other students interested in the community college.

Both the English and Education Departments here at the University are most interested in obtaining information about special and/or experimental composition programs. Any data concerning projects such as writing labs, tutorial assistance, or programs for minority groups would be appreciated greatly.

If you desire a brief summary of the results of this study, I would request that you enclose a separate sheet stating your desire along with your name and address.

I am sure you will remember the pressures of time on a graduate student; therefore, I would ask that a response be returned using the enclosed stamped, self-addressed envelope as quickly as is convenient. But if for some reason you cannot participate in the survey, please inform me of the reason by the same means.

Thank you in advance for your time and effort in coming to the aid of "another pesky graduate student." But this information will cause a better understanding of Junior Colleges' Composition Programs by the English and Education Departments of this University. Thereby, it will benefit you because they help train your teachers.

Sincerely,

Roger C. Schustereit

FOLLOW-UP LETTER TO ENGLISH CHAIRMAN

5106 North Lamar #113
Austin, Texas 78751

(Department Chairman)
(College)
(Address)

Dear Chairman:

On March 9, 1973, I mailed a questionnaire to all two-year colleges in Texas. This survey concerned the status of composition in Junior College Freshman English Programs. I was trying to determine if composition was taught differently to transfer, terminal, technical/commercial, remedial, and adult students.

My records show no responses from your institution, and this letter is an attempt to determine the cause.

The questionnaire was forwarded to you through your Dean's office, so it might have been lost in transit. Or, since I have received some anonymous responses, yours might be among them.

Whatever the reason, I ask that you check the appropriate blank on the enclosed stamped, self-addressed post card and return it to me as soon as possible.

Thank you in advance for your trouble.

Sincerely,

Roger C. Schustereit

POST CARD FOR RESPONSE OF ENGLISH
CHAIRMAN TO FOLLOW-UP LETTER

RESPONDENT:
INSTITUTION:

____Have NOT received survey, but will participate.

____Have received survey, but will NOT participate

____Have received survey, and will forward.

____Have previously forwarded survey.

____Other (Explain)

SUMMARY OF STUDY SENT TO REQUESTING INSTITUTIONS

5106 N. Lamar #113
Austin, Texas 78751

(Department Chairman)
(College)
(Address)

Dear Chairman:

In March of this year, I mailed a survey to you with the intended goal of determining the emphasis of various types of Aims, Forms, and Media in Freshman English Programs with regard to different types of students in Texas Two-Year Institutions. The grouping of students included Transfer, Terminal, Technical/ Commercial, Adult, and Remedial.

As you requested when you returned the survey, I am including a brief summary of the results with my most sincere thanks for your valuable assistance.

Sixty questionnaires were mailed, and although forty-seven schools responded, only thirty-eight actually participated in the survey. The following were the results:

AIMS

99.4% of those responding reported composition assignments with the aim of Explanation/Thesis, 92.8% Persuasion, 85.2% Self-expression, and 75.6% Creativity. However, 69.2% reported that Explanation/Thesis aimed assignments were given fifty or more percent of the time. Persuasion was next in frequency. Remedial students had fewer Persuasive and Creative assignments. Technical/ Commercial students also had fewer composition assignments aimed at Creativity while Transfer and Adult had more than the mean. Technical/ Commercial students had less opportunity to do assignments of Self-expression while Terminal, Transfer, and Adult groups worked with that aim more frequently.

FORMS

98.0% of the surveys indicated assignments utilizing the form of Exposition, 92.8% Argumentation, 91.6% Description, and 79.2% Narration. Again, Exposition was the most frequent form for composition with 58.0% reporting use of this mode fifty percent or more of the time. The major differences in the use of the forms in assignments for the different student groups were that Technical/Commercial had less use of the Narrative mode and the Remedial group's use of the Expository form was less frequent.

MEDIA

All respondents reported Written composition assignments. 84.0% indicated the use of Speech as media, 33.0% used Dramatization/Film, and 28.2% Art/Photography. Use of Speech as media was less frequent with Transfer and Adult students while more frequent with Technical/Commercial groups. Transfer students had more opportunity to work with the media of Dramatization/Film while Technical/Commercial students were below the mean in that media, as well as in Art/Photography.

I hope this information proves interesting and helpful. I thank you again for making it possible.

Sincerely,

Roger C. Schustereit

APPENDIX D

Table 7. Percentage of Emphasis Given to Composition in Thirteen Selected Freshman English Programs Oriented to Different Student Groups in Texas Two-Year Institutions of Higher Learning.

Table 7. Percentage of Emphasis Given to Composition in Thirteen Selected Freshman English Programs Oriented to Different Student Groups in Texas Two-Year Institutions of Higher Learning.

STUDENT GROUPS	PERCENTAGE OF EMPHASIS a	b	c	d*
TRANSFER	0%	0%	30%	70%
TERMINAL	0%	9%	27%	64%
TECHNICAL/ COMMERCIAL	0%	7%	23%	70%
ADULT**	0%	14%	58%	28%
REMEDIAL	0%	10%	20%	70%

*a=0%
b=0-25%
c=25-50%
d=Over 50%

**Only seven of the thirteen selected participants responded to this item.

VITA

Roger Clinton Schustereit was born in Victoria, Texas, on February 8, 1947, the son of Velva Paralee Schustereit and Edwin Herman Schustereit. After completing his work at Victoria High School, Victoria, Texas, in 1965, he entered Victoria College in his home town. In 1967, he entered the University of Texas at Austin and received the degree of Bachelor of Arts from that institution in 1969. During the following years he briefly attended Southwest Texas State University in San Marcos where he was a Teaching Assistant, served as a Personnel Management Specialist in the United States Army, and was employed as an English teacher at Round Rock High School, Round Rock, Texas. In August, 1972, he entered the Graduate School of the University of Texas at Austin, and in that same year he married Delta Kay Simcik.

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